DOCUMENT RESUME

ED 269 193 RC 015 696

AUTHOR Morse, Susan C.; And Others.
TITLE The P.A.S.S. Program. A Report by the Interstate P.A.S.S. Committee. Revised.
PUB DATE Apr 86
NOTE 16p.; Originally compiled in 1984 by Linda Haro and Patricia Herron.
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Records; Administrative Policy; *Articulation (Education); Comparative Analysis; *Cooperative Programs; Coordination; *Correspondence Study; Credits; Curriculum Development; Eligibility; *Migrant Education; Program Descriptions; Questionnaires; School Policy; Secondary Education; *Transfer Policy; Transfer Programs
IDENTIFIERS *Credit Accrual; Portable Assisted Study Sequence Program

ABSTRACT

A 1983-84 survey of migrant directors was conducted to provide information regarding the PASS (Portable Assisted Study Sequence) Program and to solicit recommendations regarding the role of the program in the secondary education of migrant students. Survey questionnaires were received from migrant programs in California, Arizona, Oregon, Arkansas, New York, Washington, and Wisconsin. Information collected concerned program management, eligibility requirements, number of students served, type of credit available, and curriculum. Based on the survey, five recommendations were made: (1) PASS should remain an option as supplemental curriculum solely reserved for Chapter 1 eligible students; (2) copyriglts of PASS curriculum materials should be obtained; (3) the program should be shared with major sending and receiving states to facilitate continued study and credit accrual when students leave the sending state; (4) PASS should be included in the Migrant Student Record Transfer System training process in the states involved; and (5) curriculum should continue to be expanded, updated, and revised to meet the needs of migrant secondary students. (JHZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED269193

THE P.A.S.S. PROGRAM

A
REPORT
BY
THE
INTERSTATE P.A.S.S.
COMMITTEE

November 29, 1984
Compiled by
Linda Haro, Chairperson
and
Patricia Herron

Revised April, 1986
Susan C. Morse, IMSTP
& cooperating P.A.S.S. states

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Susan C. Morse

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

In 1983 an interstate P.A.S.S. committee was formed out of necessity to coordinate the replication of P.A.S.S. Programs in several states. It was decided at the meeting of this committee in New Orleans, (May 1984), to prepare a report of the activities of the group to be presented to state directors. The committee at the time, consisted of:

Al Lugo Merced Flores Sharon Messing	Oregon
Mary Kernel	Washington
Anne Stadler	Arizona
Frances Clark	Arkansas
Basil Dobush	New York
Linda Haro	California
Susan Morse	Interstate Secondary 143 Project

Linda Haro was the chairperson and Susan Morse was the facilitator.

In the past several years, the P.A.S.S. Program has grown from serving students in central California to serving students in 13 states. These states are: Arizona, Arkansas, California, Florida, Georgia, Montana, New Mexico, New York, Oregon, Texas, Utah, Washington, and Wisconsin. Presentations continue to be made in these and other states at the request of the migrant personnel who are interested in implementing the program.

Programs seem to grow as the need for services to additional migrant students grows. California P.A.S.S. served 4,500 students last year with almost 600 students receiving high school diplomas.

Purpose

The purpose of the 1983-84 survey was to inform migrant directors of the direction the growth of the P.A.S.S. Program has taken, to provide the directors with information regarding the P.A.S.S. Program, and to solicit recommendations from them regarding a national perspective of the Program in regards to the role of the P.A.S.S. Program in the secondary education of migrant students.

Program Coordination

California and Arizona collaborated to ensure continuation of coursework by secondary students. Cooperation between summer programs exists between Oregon and California, between Washington and Texas, and between New York and Florida.

Recommendations

1. That P.A.S.S. remain an option as supplemental curriculum solely reserved for Chap. 1 eligible students.
2. That copywrites of curriculum materials be obtained;
3. That the program be shared with major sending and receiving states to facilitate continued study and credit accrual when students leave the sending state;
4. That P.A.S.S. be a formal part of the training process of M.S.R.T.S. in the states involved;
5. That curriculum be continued to be expanded, updated, and revised to meet the needs of migrant secondary students.

Questionnaires were received from the following programs:

Dr. Berta Gonzalez	California
Anne Stadler	Arizona
Nick Nelson	Oregon
Frances Clark	Arkansas
Dorothy Bivens	Oregon
Basil Dobush	New York
Mary Kernel	Washington
Frank Kazmierczak	Wisconsin

Management

Management of the P.A.S.S. Program varies as to the number of agencies through which management flows. California operates directly from the state within a migrant region which receive funding from the state as does Wisconsin. Arizona and Wisconsin receive funding directly to a school district from the state. Arkansas is an independent study program in the Bald Knob School District which receives state migrant funding. New York operates from a Tutorial Program under the state migrant office. New York also cooperates with school districts in Florida. New York students use P.A.S.S. materials while working in Florida. Oregon has two sites, one operating under the Woodburn school district and NYSSA school district funded through the state migrant program and the other through a county office.

Eligibility Requirements

CA	Migrant status Enrolled in school
AK	Students must have missed or failed the coursework and be behind in credits
NY	Migrant status Failed course must not supplant
WA	Migrant status Enrolled in school Credit deficient because of migrant lifestyle
WI	Migrant status Homebase school approval School must agree to grant credit
OR/NYSSA	Migrant status
OR/WOODBURN	Lack of credits Student must have failed the course work and be behind in credits

1983-84 PASS SURVEY

State	Funding Route	Students or Units This Year	Students Next Year	Length of Program
CA	State to Region	1,700	1,800	7 Yrs.
AZ	State to School District	100	200	1 Yr.
AR	State to School District	50	75	3 Yrs.
NY	State to School District	50	50+	1 Yr.
WA	State to School District	435	855	3 Yrs.
WI	State to Region	23	130	1 Yr.
OR-N	State to County	30	35	3 Yrs.
OR-W	State to Council	50	100	2 Summers

FULL CREDIT P.A.S.S.

	CA	AZ	AR	NY	WA	WI	(N) OR	(W) OR
Does your state have full credit P.A.S.S.?	yes	yes	yes	yes	yes	yes	yes	yes
Serves students in your entire state.	yes	no	yes	yes	yes	yes	yes	yes
Students are allowed to work at their own pace.	yes	yes	yes	yes	yes	yes	yes	yes
Contact persons in districts across the state provide the link between school district and P.A.S.S. office.	yes	yes	yes	yes	yes	yes	yes	yes
Contact persons are always migrant staff persons at the high school.	no	yes	no	no	no	no		no
Students are allowed to continue working on their P.A.S.S. course even if they move.	yes	yes	yes	yes	yes	yes		yes
Official transcripts are sent to home base school upon completing a P.A.S.S. course.	yes	no	yes	yes	yes	yes	yes	yes
A certificate is awarded upon completion of a P.A.S.S. course.	no	no	no	yes	yes	no		
A certificate is awarded upon high school graduation when P.A.S.S. helped the student earn credits toward graduation.	yes	no	no	no		no	yes	
All Coursework is graded at the central P.A.S.S. office.	yes	CA	yes	no	yes	no	yes	yes

NY will allow local schools to grant credit if they so choose.

WI allowes local schools to grant credit if they so choose or the home base school district of Texas or Florida.

PARTIAL CREDIT P.A.S.S.

	CA	AZ	AR	NY	WA	WI	(N) OR	(W) OR
Does your state have partial credit P.A.S.S.?	yes				yes	yes	yes	yes
P.A.S.S. Program issues partial credit.	yes				yes	yes	yes	yes
P.A.S.S. Program does not issue partial credit, but rather, reports hours/grades earned on a portion of a P.A.S.S. course.					yes	yes	yes	yes
With classroom teacher permission					yes		yes	
Without classroom teacher permission	yes							
Need for partial course completion lies mainly with interstate and intrastate students who are in your state or area for a short time each year (status 1's & 2's).	yes				yes	yes	yes	yes
Need for partial course completion is great among the settled out portion of the migrant population.	yes				yes	no	yes	yes
Program works in cooperation with other migrant funded secondary programs.	yes				yes	yes	yes	yes
Program works independently from other migrant funded secondary programs.	yes				yes	no		yes

SUMMER P.A.S.S.

	CA	AZ	AR	NY	WA	WI	(N) OR	(W) OR
Does your state have summer P.A.S.S.?	yes	yes	yes	yes	yes	yes	yes	yes
Works as part of migrant summer school program.	yes	yes		yes	no	yes	yes	yes
Works independently from the regular summer school.	yes	yes	yes	yes	yes	no		
If P.A.S.S. works as part of summer migrant school program, student/teacher ratio is large (over 30 to 1)		yes			yes	no		
If P.A.S.S. works as part of summer school program, student/teacher ratio is small (under 30 to 1)	yes	yes		yes	yes	yes	yes	yes
One course is taught by a teacher to a class of students	*				no	no		
Materials used as whole curriculum for migrant students	*	yes			*	yes	yes	
Students are working on assorted P.A.S.S. courses in the same classroom. Teacher doesn't teach, but tutors.	*	yes		yes	no	yes	yes	yes
Summer contact persons are regular district migrant personnel and receive no additional pay from P.A.S.S.	yes	yes	**	yes	no	no	yes	no
Summer contact persons are paid a stipend by P.A.S.S. Program								

* Sometimes

** No regular summer Program - contact person available at home school site

WI Teachers are hired at each site part-time to tutor/counsel students in their area of certification. Students are visited two or more times per week to assure progress and administer tests.

WORK EXPERIENCE

	CA	AZ	AR	NY	WA	WI	(N) OR	(W) OR
Does your state have P.A.S.S. credit for work experience?	yes	no	no	no	no	no	no	no
Work Experience Coordinator is funded by local district.	yes							
Work Experience Coordinator is funded by other than local district.								
Completion of the Work Experience P.A.S.S. course is a pre-requisite to the job placement facet of the program.	yes							
The Work Experience Coordinator is responsible for job placement and evaluation.	yes							
The student is limited to 10 credits (two semesters of career exploration credit during their four years of high school.)								
The student is limited to the maximum career exploration credits as is established by each district.	*							

* State maximum - 10 cr. per year.

CURRICULUM

1. Who has to approve curriculum in your state before credit can be issued?

   CA Western Association of Accreditation

   AZ Schools granting and receiving credits

   AR LEA must adhere to State Board of Education curriculum requirements.

   NY District Superintendent, principal, and subject area teachers

   WA Program Improvement Committee of Prosser School District

   WI CESA #8 Board of Control Subject to approval by home base school

   OR-N Local school board and principal

   OR-W Local school district

2. Do new course developments and revisions (from your own state or California) go through an approval process before credit can be issued? If yes, briefly explain.

   CA Courses are read by curriculum specialists and field tested with migrant students.

   AZ When Arizona adopts California P.A.S.S. Program, all revisions and new courses will need approval by the district granting credit.

   AR If the course is within the State required curriculum, new developments meet approval at the local school district level.

   NY Revisions are made by North Rose-Wolcott Central School teachers to fulfill New York State curricula requirements Principal and Superintendent

   WA The P.I.C. (Program Improvement Committee) of the Prosser School District evaluates new courses and recommends them for approval to the school board. The school board must give final approval before P.H.S. credit can be given.

WI Approved by CESA #8 Board of Control

OR-N No

OR-W When Oregon adopts California P.A.S.S. Program, all revisions and new courses will need approval by the district granting credit.

3. Which courses would you like to see revised or written in the future, and why?

CA #1 English II
Why? Course content needs to adhere to State recommended Scope and Sequence.

#2 Ethnic Studies
Why? Supplementary materials not in Spanish.

#3 Early California History
Why? Too long

AZ #1 Free Enterprise
Why? It's a state requirement.

#2 Arizona History (year's course)
Why? It's a state requirement

#3 English IVA &IVB
Why? We need four years.

AR #1 English IA
Why? Needs more practice activities.

#2 Individual workbooks need revision
Short Story, Multicultural Literature

#3 Drama
Why? Do not have adequate instructional pages for the students if their backgrounds are inadequate in composition. The assignments are not structured enough.

WA #1 English IV
Why? New requirements for graduation

#2 Algebra
Why? For higher level math students

#3 C.W.P.
Why? For graduation requirements
HEALTH - grad. requirement

WI #1 Algebra Ia & b
Why? Students need more than pre Algebra

#2 Sociology - semester course
Why? An alternative for Geography if the student has an interest

OR-N #1 English
Why? Very hard to grade/several errors

OR-W #1 C.W.P.
Why? For graduation requirements
HEALTH - grad. requirement

4. Does your program order the materials directly from the California P.A.S.S. Program?

AZ Yes.

AR No.

NY Yes.

WA No.

WI Now self-sustaining

OR-N Yes.

OR-W No.

5. Does your program order the supplemental textbooks directly from California program?

AZ Yes.

AR No.

NY Yes.

WA No.

WI Yes - this year.
*Probably would copy materials and purchase supplemental books directly if program were expanded state-wide.

OR-N Yes.

OR-W Yes - this year.
*Probably would copy materials and purchase supplemental books directly if program were expanded state-wide.

6. In your state, is P.A.S.S. an available option only for the migrant students?

CA Yes.

AZ Yes.

AR Yes.

NY Yes.

WA No.

WI Yes, first summer of program.

OR-N Yes.

OR-W Yes.

7. Do other than migrant students use the P.A.S.S. materials in your state? If yes, explain who and how.

CA No.

AZ No.

AR No.

NY No.

WA Yes. 1985-86 9 Districts are piloting the program for HIGH RISK non-migrant students.

WI Not at this time but much interest has developed.

OR-N Not sure about this.

OR-W No

8. Do you sell any materials to other states, groups, schools, agencies?

CA Yes. P.A.S.S. interstate committee has established guidelines for the sale of curriculum packet.

AZ No, not even other migrant LEA's.

AR No.

NY Not at this time.

WA Yes, According to Guidelines.

WI No. - Shared some with Illinois last summer (1985)

OR-N Yes, to other migrant programs in the state.

OR-W No.